

**AN ANALYSIS OF STUDENTS' ABILITY AND PROBLEMS IN
WRITING PROCEDURE TEXT AT THE SECOND SEMESTER OF
THE NINTH GRADE OF SMP NEGERI 36 BANDAR LAMPUNG IN
THE ACADEMIC YEAR 2019/2020**

**A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

By

NILAM OKTADENAR

NPM.1611040104



**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG**

2021

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Study Program : English Education

Advisor : Dr. Melinda Roza, M.Pd

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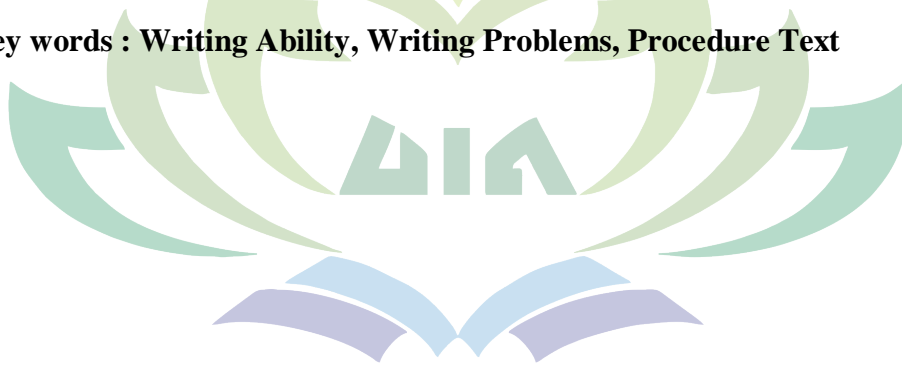
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LAMPUNG**

2021

ABSTRACT

Writing is a skill to express ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs by using eyes, brain, and hand. This research is about ‘An Analysis of Students’ Ability and Problems in Writing Procedure Text at the Second Semester of The Ninth Grade of SMP Negeri 36 Bandar Lampung in The Academic Year 2019/2020’. In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class IX-E as sample that consisted of 32 students. In collecting the data, the researcher used observation and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing. The results showed that students of class IX-E SMP Negeri 36 Bandar Lampung have the ability to write procedure text at the fair to poor level. Meanwhile, to see the problems faced by students in writing are the students' lack of grammar, spelling, capitalization and punctuation. The problems faced by the students are caused by several things namely: lack of learners motivation, inadequate time, and lack of practice.

Key words : Writing Ability, Writing Problems, Procedure Text



DECLARATION

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content of this thesis. Other people's opinions thesis of finding included in the
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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹
(QS.Luqman:27)

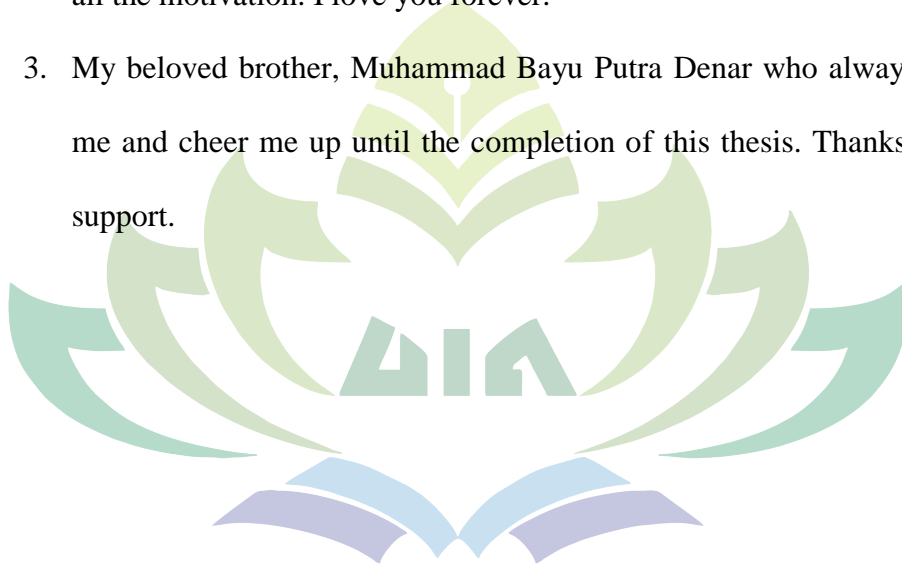


¹Abdullah Yusuf Ali Translation, The meaning of Holy Qur'an, (Maryland: Amana Publication, 2001), p. 1219.

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My beloved Father and Mother, Mr. Sunarto and Mrs. Ade Panida, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved brother, Muhammad Bayu Putra Denar who always support me and cheer me up until the completion of this thesis. Thanks for your support.



CURRICULUM VITAE

The name of the researcher is Nilam Oktadenar. She is called Nilam. She was born on October 10th, 1998 in Jakarta. She is the first child of Sunarto and Ade Panida. She has one beloved brother, his name is Muhammad Bayu Putra Denar.

The researcher graduated from Kindergarten at Al-Wildan Jakarta and finished in 2004. Then, she continued her study at SDN Rawasari 01 Pagi Jakarta and finished in 2010. After that, she continued her school at Junior High School at MTsN 9 Jakarta and finished in 2013. After that, she continued her school at Man 3 Jakarta and finished in 2016. After that she decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung.

During studying at UIN Raden Intan Lampung, the researcher followed UKM PIK Sahabat in 2017 to 2018. Finalist Duta Genre UIN Raden Intan Lampung 2018. The researcher had her student Study Service (KKN) in RejoMulyo Tanjung Bintang, South Lampung. After having KKN, she had her Field Teacher Training PPL in SMPN 36 Bandar Lampung. She also followed Volunteer Lo Catering (Main Event Asian Games 2018).

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This thesis entitled “An Analysis of Students’ Ability and Problems in Writing Procedure Text at The Second Semester of The Ninth Grade of SMP Negeri 36 Bandar Lampung in The Academic Year 2019/2020” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in the thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, March 15th 2021

The Researcher,

Nilam Oktadenar

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
MOTTO	iv
DEDICATION	v
CURRICULUM VITAE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Research	6
F. Significant of the Research	6
G. Scope of the Research	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. THEORY	9
1. Writing	9
a. Definition of Writing	9
b. Definition of Teaching Writing	11
c. Steps of Writing	12
d. Definition of Writing Ability	14
e. Aspects of Writing Ability	15
f. Students of Writing Ability	17
2. Procedure Text	18
a. Definition of Procedure Text	18
b. Characteristic of Procedure Text	19
c. Purpose of Procedure Text	20
d. Types of Procedure Text	20
e. The Elements of Procedure Text	21
f. Language Features of Procedure Text	22
g. Advantages and Disadvantages of Procedure Text	23
3. Students' Problems in Writing	25
4. Causes of Problems in Writing	27
5. Students' Ability in Writing Procedure Text	33
6. Student Problems in Writing Procedure Text	34
7. Scoring Scale for Evaluating Students'	36

B. Relevance Studies	38
C. Conceptual Framework	41
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design.....	43
B. Research Subject	44
C. Data Collecting Technique.....	45
D. Research Instrument	47
E. Specification of the Instrument	49
F. Research Procedures	50
G. Validity of the Data	50
H. Data Analysis	52
CHAPTER IV RESULT AND DISCUSSION	
A. Research Procedures	54
B. Data Analysis	55
1. Data Reduction	55
a. Documentation.....	55
b. Interview	72
c. Questionnaire.....	73
2. Data Display	75
a. Documentation	76
b. Interview	77
c. Questionnaire	79
C. Conclusion Drawing/Verification	87
a. The Results of Theoretical Triangulation	87
b. The Results of Expert Judgement	91
D. Discussion	92
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	94
B. Suggestion	95
REFERENCES	97
APPENDICES	100

LIST OF TABLES

Table 1	Scoring System	36
Table2	Total of the Students at First Semester of the Ninth Grade of SMP Negeri 36 Bandar Lampung in the Academic of Year 2019/2020.....	45
Table 3	Specification of questionnaires	49
Table 4	Interview Guideline	49
Table 5	Data Display Result of Percentage Students' Task in Content	76
Table 6	Data Display Result of Percentage Students' Task in Organization	76
Table 7	Data Display Result of Percentage Students' Task in Vocabulary	76
Table 8	Data Display Result of Percentage Students' Task in Grammar	77
Table 9	Data Display Result of Percentage Students' Task in Mechanic	77
Table 10	Data Display Result of Interview	78



LIST OF FIGURES

Figure 1 Example of Procedure Text	24
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LIST OF APPENDICES

Appendix 1	Interview Guidline for the Teacher	100
Appendix 2	Questionnaire sheet	101
Appendix 3	Students' Score of Each Aspect of Writing.....	103
Appendix 4	Documentation of Task	105
Appendix 5	Students score	113
Appendix 6	RPP	119



CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a productive skill which has to be master by students in the university. It becomes useful for all learners, it could express ideas through minds into the written form. Starting from pouring ideas of the mind into written language and assembling them so that they can be successfully communicated to the reader. Writing skills are the skills of making letters, numbers, names, any grammar with stationery on a particular page.

Based on facts, writing skills have some important roles. Writings have several rules in a word to write. And then, writing did not only develop many ideas but also attend to any rules in the process of writing. Writing skills that are currently needed in all fields. For someone is verified to be a good person in quality, because only a few people have writing skills that can be accepted by readers.

There are several benefits of writing according to Graham and Perin they are two benefits: “(1) it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or give an opinion with the support of evidence; and (2) writing is a means extending and deepening students knowledge; it acts as a tool for learning subject matter”.¹ So writing has great benefits for students in expressing themselves or just expressing opinions with one purpose.

¹RinaLestiyarningsih, *An Effectiveness of the Using a Video to Teach the procedure Text Writing*, (Surakarta:IAIN Surakarta, 2017), p.16

Writing does not only arrange words into sentences but words into sentences into paragraphs and turns paragraphs into text. Writing required grammar than lexical knowledge. The various sub-skill involved in writing. According to Combleet and Carter an elementary level, the sub-skills writing include spelling, punctuation, capitalization, and grammar”.² In teaching writing, language is needed through writing. Into the right words or diction and then arrange them so that they are good sentences.

In writing, several procedures must be passed to produce the writing product itself. Ideas that are written in draft form and begin to be written into writing will which is good writing and easy to read. Assisted with the use of good vocabulary and grammar.

There are still many students who think that writing is a difficult and boring thing with several factors. First, students have no idea what for writing then how for starting writing. Second, students find it difficult to gather and organize ideas into paragraphs. Third, students are afraid to make mistakes. The students only focused on making some mistakes in spelling, grammar then punctuation. Those were some essential elements of the writing, but most essential elements were how the researcher was providing the writing that could be read clearly by all readers.

From the syllabus, there were several texts teaching to Junior High School learners. The procedure text genre was given by Ninth grade students. The researcher was conducting the interview in the preliminary research at SMPN36 Bandar Lampung. Interviewing with the English teacher then distributing some

²Combleet & Carter, *A Language of the Speech and Writing*. (LondonNew York: Routledge, 2011), p. 89

questionnaires to ninth-grade students. Many students felt some difficulties when they write in English. Students just have limited vocabularies that could be seen when the choosing the diction then organizing their sentences. Next, the students were finding those difficulties to exploit then express their ideas. Sometimes students are also confused about what they want to write.

Based on previous preliminary research, it found that the learners who getting problems in their writing. The researcher was interviewing with the teacher in ninth grade on October 25, 2019. Results of those interviews that found the teaching than learning activity in the class have some problems especially when the students start to write.

The researcher found some difficulties were faced by students when writing the procedure text. Sometimes the students find their difficulties when generating ideas from their imagination. This consequently, they copied all of the materials from the internet. They may not arrange their procedure text in good form. Besides that, Junior High School learners have to lack in grammar patterns and also vocabulary. Some of them did not feel interested when starting to create the procedure text, they didn't pay all their attention to learning the topic. These situations might happen because the teaching technique/ media/ or method were not interesting for them. They were less motivating themselves in writing English. Finally, the researcher asked them in English scores when writing procedure text.

From those problems that was found by the researcher. It could be asserted that the students had a bit ability for writing the lacking of awareness of motivation in themselves to learn very less.

The results of the questionnaire conducted by the research found that students have difficulty and less enthusiastic about writing text. Where the use of aspects was of writing is the weakness of students in writing. Writing numbering of procedure text, tenses were vocabulary placement is a problem faces by students. Were student data in writing text procedures obtained by researchers from the English teacher. It can be said that was the number of people who have difficulty writing procedure text is had 128 or 67.72% of 189 students. On the other hand, got 61 students, or was 32.27% completed the minimum scores. The class that getting the highest score was IX-A and IX-B while IX-E was getting the lowest one.

This research was an interest of researcher was examine further about students' problems related to students' ability in the procedure text. Some problems that could be investigated by the researcher was in writing aspects like organizations, vocabularies, grammar, contents then mechanics in the relation to students' ability in the writing procedure text. So, the researcher was interested to entitle this research "An Analysis of Students' Ability and Problems in Writing Procedure Text at The First Semester of The Ninth Grade of SMP Negeri 36 Bandar Lampung in The Academic Year 2019/2020".

B. Identification of the Problem

1. Students find some difficulties when expressing ideas to make a procedure text.
2. Students get some problems in the grammar then mechanic to make a procedure text.

3. Students have lack of the vocabulary to make a procedure text.
4. The students get problems with lack of practice and lack motivation.

C. Limitation of the Problem

Based on the background of the problem this research was focused on the students' ability and problems in writing the material was procedure text about making food and drink. And the material of procedure text had been chosen from syllabus at SMP N 36 Bandar Lampung.

D. Formulation of the Problem

Based on the identification of the problem and limitation of the problem, the researcher used formulates the problem:

1. How is the students' ability in writing procedure text?
2. What are the students' problems in the writing procedure text?
3. What are the causes of the students' problems in writing procedure text?

E. Objective of the Research

Related to the formulation of the problem above, the objective of the research as follows:

1. To know students' ability in writing procedure text.
2. To know students' problem in writing procedure text.
3. To know causes of students' problem in writing procedure text.

F. Significant of the Research

This research aims at having the following uses:

1. Theoretically

This research can give information to the English teacher about the students' ability and the problem in writing procedure text.

2. Practically

This research gives feedback for the English teacher at Junior High School in which this study is done about the students' problems in writing procedure text.

a. For the Teacher

The teacher could be understood what student's problem and ability in writing a procedure text and then teacher could easily to improve the creativity in learning process. So, the aims of this learning could be achieved.

b. For the Students

The researcher can that learners were motivated to learn then reduce some problems that they faced in the learning writing.

c. For other Researchers

These researchs were expected to be the reference to the related researchers.

d. For the researcher

These research were expected to be much experiences for the researcher themselves. So, she can plan better when she became the real teacher in future.

G. Scope of the Research

1. Subject of the research

Subject of these researchs were students in ninth grade at second semester of SMPN 36 Bandar Lampung 2019/ 2020.

2. Object of the research

Object of these researchs were learners' ability then problem in writing a procedure text.

3. Place of research

These researchs were accomplished at SMP N36 Bandar Lampung. This location on St .Pendidikan Golf Sukarame Bandar Lampung.

4. Times of the research

These researchs were accomplished in ninth grade at second semester of SMP Negeri 36 Bandar Lampung 2019/2020.

CHAPTER II

REVIEW OF LITERATURE

A. THEORY

1. Writing

a. Definition of Writing

Writing was skill that can be considered quite difficult or complicated. When the rest have enough vocabulary and good sentence patterns, they would be able for arranging their writing with correct compositions. Writing was expressing learner' ideas and feelings by combining good vocabulary mastery, correct grammar mastery, and writing techniques. So writing becomes one of the most important parts or components of some skills that was existed then should be mastered by all learners.

Combination of vocabulary and good grammar supports the good writing. According Scott & Ytreberg states “that writing activities, like oral activities, go home being tightly controlles to being completely free”.¹ “You will usually do more guided activities with beginners, but you should not exclude very simple free activities”.² So, writing is an activity or way of expressing thoughts or ideas into paper, and with guidance or direction from the teacher so that they are able to make a great writing.

¹ Wendy A. Scott and Lisbeth H Ytreberg, *Teaching English to Children*, (London: Longman), p.69

²*Ibid*

There were several experts that said the writing was essential skills. Harmer states “writing is one of skills to be achieved in English language learning, writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written. The students should be encouraged to express their ideas, experience, thoughts, and feelings through writing”.³ According to Bryne “when we write, we use graphic symbols: that is letter or combination of letters which relate to the sounds we make when we speak”.⁴ So that students succeed in writing, students are asked to focus more on writing. Raimes assumes “when they write, they need to be involved fully with the new language, the effort to express idea and the constant use of eye, hand and brain as a unique way to reinforce learning”.⁵ For producing a good writing we should be combined groups of the letter that were interconnected for expressing a fully excellent idea.

From the previous statement, researcher might concluded a writing was the way for producing language So, writing could also be regarded as a process in communication in which there are some important activities.

b. Definition of Teaching Writing

Teaching writing was a way to be able to write in the foreign languages. Students were trained systematically through a writing exercises starting from the basic to advance levels. By practicing this

³ Jeremy Harmer, *How to Teach Writing*, (England: Longman, fourth impression, 2004), p.31

⁴Don Byrne, *The Teaching Writing Skills* (England: Long man, first publishes, 1989), p .01

⁵Raimes, *A techniques in the Teaching Writing*, (Newyork: Oxford University, first publishes, 1993), p .03

writing, the students could explore ideas in their mind into the written form. Then, when writing we did not just put some words together to make a good sentences.

A good writing must conform to the structure of writing as Bryne to said, “writing is learning through a process of instruction: we have to master the written form of the language and to learn certain structures which are less use in speech, or perhaps not to use at all, but which important for effective communication in writing.”⁶ We also have to learn how organizing our ideas, they could be appreciated by the reader who was not present then perhaps by the reader who was not know to us. Moreover Harmer says that “students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.”⁷ this means that as the teacher must be able to support then train the students for writing well, with a good techniques and approaches. It was not only learn about how making a good writing but also the students know how making those writing much better than earlier at role a putting position of words .

Based on all statements, the researcher made the conclusions that the teaching writing was the method of teaching to facilitate learners to write from the basic one untill advanced level. Teaching writing was the process of the instruction how organizing ideas to be learnt then

⁶Donn Byrne, *Teaching Writing Skills*, (Singapore; Longman Singapore Publishers, 1988), p.3

⁷Jeremy Harmer, *How to Teach Writing Skills*, (Edinburg Gate: Longman, 2007), p.55

practiced an art of putting some words together in a well -formed paragraphs, sentences or texts .

c. Steps of Writing

This process was about how the reseacrher applied the stages of writing. As assumed there were four stages.

1) Planning

The students made the list of ideas that related to the topic. They plan were going to be written in first draft. In these stages, students have to consider three main of issues. Those issues were purpose of the writing, audience they were writing for, then content structures to the sequence of ideas, facts, then arguments.

2) Drafting

After having is of ideas related to the topic, in these stages the students start to write their first draft. They wrote ideas which they were going to write without paying their attention to make some mistakes.

3) Editing

Students must re-write the first draft after they were finishing. this purpose was to see where all work and where all do not. This editing process might be taken from an oral feedback by teacher. Those feedback would help learners to create some revisions of their writing. This revision showed what had been written. This means that the step was important for checking the coherence of the text, then stimulate

ideas. It was also encourages all students for finding or correcting some mistakes in their writing.

4) Final Version

Students also re-write the draft after they were revising with the peers or teachers.⁸ From the statement above before writing there are four steps that students must take so that they can make and get good writing at the end and easy to read.

Brown described the writing process was tend to be framed in three stages of the writing. “The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.”⁹

It could summarize that the writing become the important skills in English. There were many uses of this written English in our daily lifes. Today, the company required the applicants for writing their application in the English. So, it would be better for all learners start to master it very well.

From those statements, researcher asserted that this writing was the process to express thought in some words, then should be done at the leisure as the method to send informations or messages.

⁸ Ibid., p. 4-6

⁹ H. Doughlas Brown, p. 438

d. Definition of Writing Ability

Writing ability depended on an ability for thinking anything that you want in the forming of written. According to Hylaand “writing is regarded as an extension of grammar- a means of reinforcing language pattern through habit formation and testing learners’ ability to produce well-formed sentences”.¹⁰ Writing abilities became important in this writing section because it was to convey information through languages that are mastered by readers and writers. If you have the ability to write, then the writer will get a good writing.

Furthermore the ability to write is produced from good ideas to produce a good writing as well. Brown states “writing is in fact a transaction with words where you free yourself from what you presently think feel an receive”.¹¹ This means that writers were required to have better writing so that they will produce clear ides in the forming of written.

Ability was a potential of person that to be able to be mastered the several tasks in one’s job or assessment. Zain assumed that “ability is the ability, skill, strength that we are trying be ourselves”.¹² Then, Webster assumed “students; ability is the quality or state of being able, power to do something and competence in doing”.¹³

¹⁰ Ken Hylaand, *The second Languages Writing*, (Newyork: Cambridge University Presses, 2004), p. 03

¹¹ H. Douglas Brown, *Op. Cit*, 2001. p.337

¹² SisiliaAgil, *An Analysis of Students’ Ability in Writing Business Letter*, (Lampung: IAIN Raden Intan Lampung, 2016), p.12

¹³ *Ibid*, p.13

All mean that students' ability could be seen from their own writing ability, especially from their writing in procedure text. So, the researcher concludes is English language skills by expressing ideas a feelings and combined with grammar, vocabulary, and techniques in writing.

e. Aspects of Writing Ability

There are some experts who reveal about several aspects of writing ability. Those aspects of writing ability were organization, content, vocabulary, languages use then mechanics. While, Cohen and Hughes also said that aspects of writing ability included a content, vocabulary, organization, mechanics, then grammar. About the term they used Siahaan and Heaton are language use while Cohen and Hughes are uses Grammar.

1) Content

It discussed about some ideas that had been written. These were one of the writing components that calculated about how researcher could be created then developed ideas to submit all informations become a communicative messages productively. Writing mustbe conveyed all main idea, or the attentive readers should be able to grasp the researhcer purposes. All substances of writing; then opinion expresses.

2) Organization

It was is the components in the writing which told about the flow of idea. It told about a logical progression then completeness of ideas in the paragraph. Writing must be contained the associative or logical connection, that clearly showed the relationship of ideas that described.

3) Vocabulary

These components held a big roles in the writing. Without mastering some vocabularies, the learners were not able for expressing ideas. Learners could create a good writing by applying their vocabularies because they might choose the accurate words that were appropriate to some topics that they were writing. Writing should contain effective choice words and word forms.

4) Grammar/Language use

Good researcher knew the best grammatical element that they would utilize when their write. They could construct the best procedure of the sentence in a writing paragraph. Writing must adhere to rules of grammar that related to tenses with some sequence of times, employment of the grammatical pattern then the syntactic form.

5) Mechanic

These last component were mechanics. The components that included in these parts were punctuations, capitalization, then spelling.¹⁴

¹⁴Hughes,Arthur, *Testing for Language Teacher*, (United Kingdom:Cambridge University Press,2003),p.16

f. Students' of Writing Ability

If students want to success in writing, they must require much attentions when writing. Brown said that writer had to be mastered all components of the language if they want compose a good writing.¹⁵ Haarmer assumed that if people want their learners to be good writer, it needed for teaching them how using the punctuation correctly.¹⁶ This means using the punctuation correctly was essential. Because it could make learner become a good writers.

Writing was the technique to educate learners to put some ideas become an excellent language. Writing taught learners could put their words in the sentences. In addition to communicate, writing was another method for developing then changing ideas like doing the tests. Without much abilities to write, learners would not be able to commune all ideas in the form of writing. Writing was the transactions with some words whereby you were free yourself from what you were presently feel, think then perceive. This means by practicing their writing, learners were able for exploring throught much as they could do.

It could be reseumed that for having an ability in the writing students have to master first in the language components.

2. Procedure Text

a. Definition of Procedure Text

¹⁵ H. Doughlas Brown, Op Cit, p.362

¹⁶ Jeremy Harmer, p. 94

There were types of the text, one of which was procedure text. Procedure text was the text which could be called an instruction. Very common text in everyday life. For example in making food or drinks, operating a machine or turning on a computer. All that is needed is instructions to avoid mistakes in operating it or making something. The steps that have been instructed must be answered in accordance with the initial procedure, nothing should be missed.

This procedure text was to describe how something was established through some sequences of step.¹⁷ This was very important text genre with the aim of telling how to do or make something. Consequently, procedure text was telling the step how making drink and something. Martin assumed that a procedure text was to show how processing were accomplished – and how something was done.¹⁸

It could be concluded that a procedure text was the piece of text types for explaining how something could be done through some sequences of step. In addition, it used the detail informations of the materials then commands which guided readers to complete sequence steps. These kinds of text could also be said as the instructions, directions or manuals.

b. Characteristic of Procedure Text

The different genre has different feature of the particular genre gave readers the clear point of view from generally meaning of text.

¹⁷ Linda Gerot, Peter Wignell. *Making Sense of Functional Grammar*. (Australia: GerdStabler, 1995), p.206

¹⁸ Martin in J.C Richards. *A Second Language Writings*. (NewYork: Cambridge University Press, 2004), p. 02

So, they were knowing what the kinds of text told about. Here several steps to construct procedure text:¹⁹

- 1) The introductory statements that gave the goal these could be the best title of paragraph or text.
- 2) The list of materials that would be needed to complete the procedure. This might be the list.
- 3) The sequence of steps that they need to be done.
 - a) Number could be showed used: first, second, third.
 - b) Sequence could be showed used a signal word like: next, now, then, soon.
 - c) Step usually begin with the command : Push, add

c. Purpose of Procedure Text

Walter assumed the purpose of this text was to ensure that something was done correctly, then achieve the good result in the end.²⁰ That means the purpose of text provided some informations which were that about how making, how cooking, how using then how operating something that was essential to readers achieved successful result.

d. Types of Procedure Text

Walter said that there were the different procedurals text for the different purposes:²¹

¹⁹Ibid, p.52

²⁰Carlene Walter, *Procedural Witing Grade Three*, (New York: The Medium,2015), p.2

²¹ Ibid, p.2

1. Text that give details how how to use some operations, instructions.

Eg: how to use a laptop

2. Text that that train how doing the particular activities.

Eg: how to create the daily activities.

3. Text that deal with a human behavior.

Eg: how to live cheerfully, how to be succeeded

All could be resumed that these types of a procedure text have many types with the different needed.

e. The Element of Procedure Text

Linda Gerot assumed that there were various elements of these procedure texts:²²

a) Social functions

This text described how something was done based on step by step.

b) Generic structures

Same with the other genres, a procedure text also included some generic structure then language feature. In universal, a procedure text were arranging some main parts like aims, list of some materials that was needed, and last there were sequence of some steps

²²Gerot, *Op Cit*, p.206

- 1) Aims. This part was title of text that showing what writer may like to inform to readers.
- 2) Materials. This part described all material that was needed to entire procedure
- 3) Steps. In these parts showed the ways that people need to do when completing some procedures

f. Language Features of Procedure Text

- 1) Using the technical languages
- 2) The sentence began with a verb.
- 3) Using the time numbers that told the order to do some procedures. Time numbers were describes ad the sequences, like second, after, next, firstly, finally.
- 4) Adverb was using in this procedure text. It told how the action must be done. These adverbs of manner were applied.²³

Procedure text used one of tense was simple present. It was often the imperative verb. An instruction in the procedure text was verb then how that word was adverb. In the process of making a procedure text, it used the transition signal that was word like next, finally and other. This transition word as the guide made it more easier for all readers for following their ideas. But, we may not put this transition signal in front of the paragraph.

²³Hayati,Tuhfah, TheEffectivenes in Using a Video in the Teaching Writing of a Procedure Text (Quasi – Experimental Studies At Ninth Grade learners Of Smp.Islam Plus Darussalam Tangerang Selatan), (Jakarta:UINSyarifHidayatullah), p.9

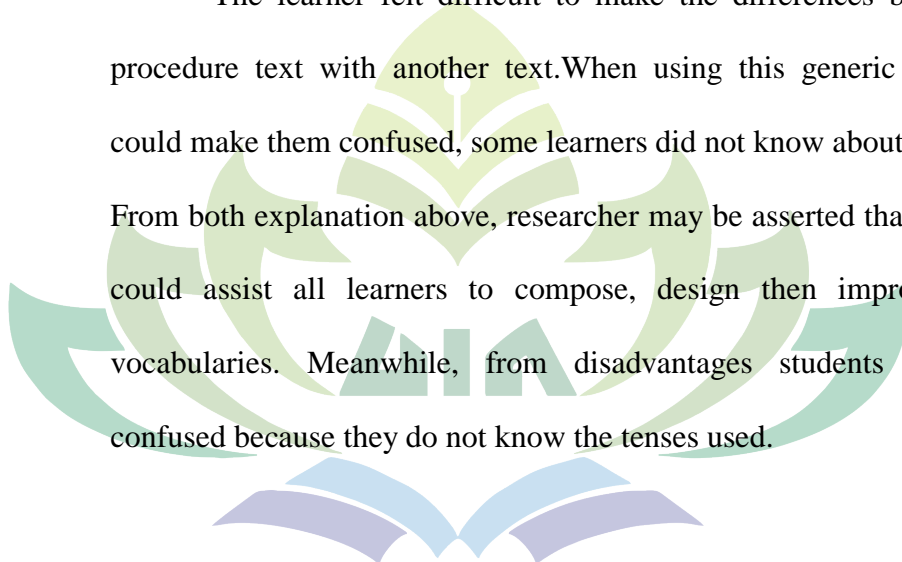
g. Advantages and Disadvantages of Procedure Text

Advantages

Learners could analyze what was a text that they have read was procedure text or not. They could develop their vocabularies. Learners could guess some differences of functional texts in this procedure text. This text help learners in composing something.

Disadvantages

The learner felt difficult to make the differences between a procedure text with another text. When using this generic structure could make them confused, some learners did not know about tenses. From both explanation above, researcher may be asserted that this text could assist all learners to compose, design then improve their vocabularies. Meanwhile, from disadvantages students are still confused because they do not know the tenses used.



Example of procedure text²⁴

Goal	: Spicy Coconut Salad (Urap)
Ingredients of Vegetables	: 220 gram a bean sprout , 105 gram longbeans cutting in 3cm length, 105 gram cassava leaf, 105 gram kangkungor spinachs
Utensils	: knife, bowl, stove, cup
Method	: First, cook some of vegetables separately in the boiling water. Did not overcook it. Second, exhaust those vegetables then place them in the large bowl. Third, Add some coconuts dressing to those vegetables then pitch thoroughly Finally, Served at a room temperatures
Ingredients of Coconut dressing	:4 red chilliessliced, 3 garlics, 3 teaspoons kencur, ½ teaspoons finely sugar, 200 gram coarsely grate coconut
Utensils	: teaspoon, knife, stove, cup, spatula
Steps	: First, Process all the ingredients, except the grated coconut Second, Stir in the coconut Third, Wrap the mixture in banana leaf Fourth, Put it in a steamer and cook over boiling water, 30 minutes Finally, Leave to cool to room temperature

Figure 1
The Example of Procedure Text

From those example above, all people knew how to create a procedure text. Firstly, they must write down their aims. Then, they write down also the list of materials that they would be needed to make their aims. Last, they needed several steps for achieving the aims with some purposes.

²⁴Wachidah, Siti dkk. *Bahasa Inggris, the Think Globally Acts Locally: teacher book*, (Jakarta, Departemen Pendidik Nasional, 2018), p.102

3. Students' Problems in Writing

In the process of foreign language writing played the main role, it became one component that cover all language skills. In the writing process, there were some number of obstacles that often happened. Writings have a certain typicals that seem for making it difficult to the learner for getting grips with other learners in ESL group specially about the time when learners wrote in English, most of them felt worry and were not confidence. All mean, from those learners experience, they found some difficulties to write in various varieties.

In the process of teaching writing where it was the position as foreign or second languages, when learners began to compose in English, they would face problems like: problems to develop all ideas, problems to organize all ideas when writing procedure text, learners found various difficulties in their grammars, vocabularies, and others. Byrne stated "thinks that because of the absence of the prosodic features in writing". Similarly, Hedge stated "that so as the writer to compensate the absence of the prosodic features in writing, he or she has to write with high degree of organization, careful choice of vocabulary and using grammatical devices".²⁵

It might be asserted that this writing require mastery to create a good ideas, material so that it can be easily worked out, a broad understanding of words is needed in writing.

²⁵Alfaki, M Ibrahim, University Students' *An English Writings Problem: Diagnosis & Remedy*, (the international Journal of English Language Vol.3, No.3 2014), p. 45

There are several problems in writing:

1) Grammatical problems

In writing, it requires proper writing according to the rules in writing. Tyner said in Alfaki “As verbs take different forms depending on tense and subjects they are used with they create problems for second language writing students”. Karhma said “that learner has problem with the subject verb agreements pronoun references and connectors”.

2) The problems of sentence structures

After writing all the following rules, a good word structure so as to produce a good sentence is also needed. According to Raid states “sentences reflect various syntactic structures”. And Kharma states “that learner who has problem to make a good sentence structure were unable for producing a longer sentence required a subordinat.

3) The problems of word choices

Good choices of word for a writing is very important because the choice of words also forms in the structure of the sentence. NorishAlamirew in Alfaki states “A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures”. According to Reid in Melese in Alfaki “when the writer practices the choices of vocabulary that would reflect a concern for the reader and

the purpose of writing the composition written by the students would become sensible to his/her reader”.

Based on the statements above, there were several problems in writing like a grammatical, in a sentence structure, word choice. Those became a focus of the main problems in writing.

4. Causes of Problems in Writing

There are several problems in writing the causes can be from students, from teachers, and from other aspects.

1) The learners had lack of motivation

Learners would be more motivated for writing if the teacher can make the atmosphere fun and write something interesting. Because of an interesting develop learners’ motivation. Zaamel in Alfaki “the writing class should take into account the learners’ purposes for writing”. Davies states in Alfaki “thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested”. According to Leki in Alfaki “the desire on the part of the writer to communicate something is very important because it is much more difficult for students for students to write about something they have no interest”.

So, being a teacher must be able to provide interesting lessons or be able to make the learning atmosphere in class enjoyable so that students can absorb the knowledge taught by the teacher.

2) Inadequate time

In writing it takes time in accordance with what will be written by the writer. But at school the time and organizing is inadequate. This makes the students lazy to write, put together ideas and write then down on paper. Learners needed more time to gather and organize their ideas. The quality of learners' work when writing could be affected by an amount of times that they were allowed. Hedge in Alfaki "that the idea of time needs to be given attention because writing activities by nature have different stages which need ample time". White and Arndt in Alfaki states that "time is needed to incubate sift and shape ideas. Of all the skills writing is one which most benefits from time". This similarly from Gauntum & Charaverty "writing which is an important part of language learning is essentially a reflective activity that requires enough time to think about the specific topics".

It can be concluded that writing with good results requires quite lots of time starting from thinking of what ideas to compose, as a teacher must be able to manage time in the classroom

3) Lack of practice

After gathering ideas and putting them together students' then write them into paper. The students must continue to practice so that their writing skills become better and more creative. Davies states in Alfaki "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience." These took lots of

practiced. Moreover, Hedge in Alfaki states “my own experience tells me that in order to become a good writer, a student needs to write a lot”. Furthermore Grabe and Kaplan in Alfaki states “believe that writing does not come naturally but rather gained through continuous effort and much practice”.

It can be concluded, after having an idea that will be made, students have to write it down on paper and this makes students practice in writing. as a teacher provides examples and good writing exercises so that students get used to writing

4) Teachers feedback

When the students are diligent in writing and practicing. It is time for the teacher’s role to begin namely feedback such as giving rewards for assessments adding value or giving a gift to students who are already good at writing. According to Zamel in Alfaki “that teacher’s feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators”. For motivating learners, in the writing, the teacher must be included some comments then encouragements of learners’ written feedback.²⁶

It can be concluded that after students have started to diligently practice writing as a teacher, they must give praise or rewards to students, so that students are more motivated and happy in learning to write

²⁶Alfaki, M Ibrahim, *UniversityLearners’ English in Writing Problems: a Diagnosis & Remedy*, the International Journals of An English Language Teaching V.3,No.3 2015, p. 48

Learners thought that the blank page is the big problem to start write or to get an idea. So it makes students feel very difficult to start writing. That will be resolved by finding a good opening sentence. Bazerman in Hidayati stated that “Many people think of writing in just that way my life will be miserable until I get this paper written, but I don’t know what to write”²⁷.

Those problems could be seen not as something wrong but as something that must be done. Problem in the first student points to disturbances in the recent situations that need for fixing, while the second was the creative brought something new to world.

There were several problem that classified into three types by Byne in Hidayati, those were: A psychological problems, a writing essentially was the solitary activities.

Linguistic problems in writing, when we had some compensate for absence of features: we had for keeping the channel of communications, but through some choices of the sentence structures. Then, the way of sentences were linked together. The text that was procedured could be interpreted on its own.

The cognitive problems, writing was learning through the process of some instructions: we had for mastering the written form of language then learning the definite structures which were less applied in some speeches, or perhaps not applied at all, but that were important to the

²⁷Hidayati, Eversian, *Study in Ability & Problem in Writing Narrative Essays of Second Semester Leraners of English Department STIAN TulungAgung*, (TulungAgung, 2013), p. 10

effective communications. We were also having for learning how to be organized our ideas in such the way that they could appreciate by all reader who was not present then perchance by all reader who did not know to be used.²⁸

The difficulty in the writing may be also caused by the social reason, Myles assumed “however, if students show an overall interest in the target language (integrative motivation), perceive that there is parental and social support, and have a desire to achieve their professional goals (instrumental motivation), they can become more proficient in their ability to write in English, despite the initial lack of self-motivation”.

Writing was believed to be cognitively complex. mainly, the acquisition of academic vocabularies then discourses style was difficult. From a cognitive theories, communication in the writing was the active process of the skill development then regular elimination of the errors as learner internalize languages. Acquisition was the product of complex interactions of linguistic environment then the students’ internal mechanism. One of model that applied in both of speaking or writing, that could be separated became three of stages: a construction, in which researcher planed what she or was going to be written by their own brain storming, used some outlines; transformations, in which language rules were applied for transforming intended meaning in form of messages when

²⁸Hidayati, Everisian, Op.cit, 2012,p.13

researcher was revising, or executions, which corresponds to a physical processing of producing text.²⁹

It could assert that the problem in the writing could happen in the learners like in psychological, linguistic, then cognitive problems. Where as the teacher should be able for providing some solutions. So, all learners could keep away from some problem, then could be more focusing in learning

There were various factors involved learners' difficulty in their writing: First one was interference of the first language was rules of learners " Based on Dulay in Bheala in a journal Meladinainterfrenc was an automatic transfer, due to habit, surface structures into surface structure sof target languages.

A second factors were some complexities of target languages. English as learners' target language was different from a native or their first languages. Many learners throught English was complicated languages that should understand by all learners. English structures have the different complexities. It was difficult to the learners for transferring their first language to the English. Lacking knowledge in a writing component was the finised causes of learners' problems. Since English was not the language that applying in daily life, learners dId not have enough knowledges about that. It was difficult for all learners for sharing their feelings then ideas in

²⁹KlimovaBlankaFrydrychova, *A Constraint & Difficulty in Process of Writing Acquisitions*, (Czech Republic: Elsevier Ltd,2013), P.434

English writing. They did not know well about some components that must be existed in the writing.³⁰

All causes of problems that learners did was not only from the internal one but also from the external factors. At the example of internal factors like psychological problem, linguistic problem, cognitive problem while the example of external factors like the learners' have lacking of motivations, inadequate times, lack of practices, then the teachers feedback.

5. Students' Ability in Writing Procedure Text

Writing was defined as the productive written skills. Siahaan said that writing was skill of the writer for communicating all informations to the group of readers.³¹ That means learners should have some abilities for expressing their thoughts in the real writing clearly.

Writing ability was skill for producing written language for conveying feelings to some people. For making the other readers could understand all ideas that conveyed.³² All mean that writing ability was the way for sharing a personal meanings or emphasizing some power of the personality to be constructed people's view based on the certain topics.³³ Learner have for following five aspects, Those were organization, vocabulary, language uses, content of mechanics.³⁴

³⁰Meladina, *The Learners' Ability, Problem & Cause of Problems in the Writing Explanations Text at First Grade of Sma1 Batuasangkar*, (Padang:Curricula Journals of Teaching & Learning Vol 4 No 1 2019), p.11

³¹Sanggam Siahaan, *ibid.* p.5.

³²Ann. Raimes, *Technique in teaching writing* (New York: Oxford University Press, 1983), p.3.

³³Ken hyland, *ibid.* p.9.

³⁴Christopher tribble, *ibid.* p.130.

The procedure of writing presented the text that could be called the instructions. When were writing procedure text, telling how making something. This text was telling the step how making those foods, drinks then something. In the competence-based curriculum 2013 for SMP, there was the material about procedure text because its as the easy material for the students. It is commonly found in the their daily life.

From several explanations before, all could be asserted that procedure text writing was an ability for producing written language in forming of text to convey feelings or thoughts to others. Procedure text was a text that could be named as the instruction. The general text in our daily life. All that was needed as the instruction to avoid some mistakes when operating or making something.

6. Students' Problems in Writing Procedure text

Some problems in writing were generally shared among English native speaker then even learners who were learning English as the second or the foreign languages. These problems in writing could be devastated to the learners' education. Haeton assumed "that writing skills is complex and sometimes it is difficult to teach. Requiring mastery are not only f grammatical and rhetorical devices but also of conceptual and judgmental elements."³⁵ As learner progresses, they were progressively more than expected for expressing what they were knowing about several different subject through the writing. If learners failed for developing the definite basic skills, he would be unable to write with fluency then

³⁵Heaton, JB. 1975. *Writing English Language Tests*. London: Longman

speed to excel as these demands increased. Learners' struggling with some writing problems, the process of writing itself interfered with the learning. Learners faced by such problems often have problem stayed motivating.

Procedure writing presents text that can be called an instruction. When we were writing procedure text, telling how doing something. Procedure text was telling the step how making drink then something. Generic structure of this narrative text consisted of goal, it was title of text that showed what that the writer might like for telling to all readers. The second was materials, it was all things that needed to complete some procedures. The third was steps, it was showed any ways they needed for doing when completing all procedures. In Addition, Banhca were explaining that "spelling mistakes may occur when students are less concentrated due to tiredness or carelessness about the correctness of words."³⁶

Furthermore, it indicated that some reason of spelling was difficult to the learners was "the fact that not all varieties of English spell the same words in the same way". A way of American English pronounce the word "behavior", it has some differentials with from British English "behavior". Learners ways to punctuate writing could be changed meaning absolutely, because from each punctuation marks were have the distinctive way to interpret meaning. Learner's needed for paying their attentions to any ways they were punctuating, which was in the most cases problem for them.

³⁶Bancha, W. (2013). What causes spelling errors of the Thai EFL students?. ARECLS, 10, 107-129. Retrieved from http://research.ncl.ac.uk/ARECLS/volume_10/bancha_vol10.pdf

All might be resumed there were some generic structure components, the researcher would be taking all as the indicator of these researchs for the learners' problems.

7. Scoring Scale for Evaluating Students'

There were components. Hughes provides 5 assessment components, they were:

Table 1
Scoring System

Score	Level	Criteria
Content	16-20	Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	11-15	Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic, but lack detail.
	6-10	Fair to poor: limited knowledgeable of subject, title substance, and inadequate development topic.
	1-5	Very poor: doesn't show knowledgeable of subject, non-substantive, non-pertinent, or not enough to evaluate.
Organization	16-20	Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	11-15	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	6-10	Fair to poor: not-fluent, ideas confused/disconnected, lack logical sequencing and development.
	1-5	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	16-20	Effective choice of words and word forms.
	11-15	Few misuses of vocabularies, word forms, but not change the meaning.
	6-10	Limited range confusing words and word forms
	1-5	Very poor knowledge of words, word forms, and not understandable

Grammar	16-20	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	11-15	Good to average, effective but simple construction, minor problem, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	6-10	Fair to poor: major problem /complex construction, frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.
	1-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	16-20	Excellent to very good: demonstrates mastery of conversations, few errors of spelling, punctuation, capitalization, paragraphing.
	11-15	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	6-10	Fair to poor: frequent errors of spelling, punctuation, capitalizations, paragraphing, poor handwriting, meaning confused or obscured.
	1-5	Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
Total score		1-100

From all explanations above, it could be concluded that scoring scales to evaluate the students' ability procedure text in writing was adopted from Arthur Hughes with the considered organization, vocabulary, grammar, mechanic and content.

B. Relevance Studies

There were some relevant earlier studies relating to writing procedure text, first by Lusiana about “A Study on The Student’s Ability in Writing Procedure Text a Descriptive Study on the Seventh Grade Students of SMP BinaUtama Pontianak in Academic Year 2011/2012”. The result from generic structure some learner was not apparent then not entire write the generic structures. The result from grammatical some students’ did not understand to use imperative sentences. And the result of sequences words do not apparent and not entire for using some of sequence words. Instrument the researcher used observation and writing test. The researcher focused analysis on four aspects was the imperative, generic, and the sequence word.³⁷

Second study by YuliaSuryanti, DenniIskandar and Subhayani about “Kemampuan Siswa Kelas VIII SMP Negeri 6 Banda Aceh Menulis Teks Prosedur”the researcher used quantitative descriptive methods. Data collection techniques using nontest techniques. This research data is processed in quantitative descriptive with statistic analysis techniques by finding the average value. The researcher focused analysis on learners’ abilities for writing title, students’ ability to write the core part, students’ ability to write the closing part. The researcher gives text and score with an ideal score of 100. The first result is that the title is in the 70-84 range, which is in a good category. The second result which is the initial part is in the range of 40-55, which is in the poor category. The third result is that the core is in

³⁷Lusiana, *Study on Student’s Skill In a Writing Procedure Text, Study on Seven Grader Students of SMPN BinaUtama PontianAak in the Academic Year 2012/2013*, (Research Articles, Pontianak, 2013)

the 70-84 range. The fourth result which is the closing part is in the range of 56-69. The result of it can be concluded in the general ability of eight grader learners of SMPN 06 Banda Aceh to write procedure text was in great category an average value on 80.³⁸

The third study by Tari Kurnia Putri and Saunir Saun about “An Analysis of The Second Year Students’ Ability in Writing A Procedure Text of A recipe at SMK N 9 Padang”. The researcher took samples using random sampling techniques. Researcher was using the writing the instrument tests. Researcher was collecting learners’ procedure text to score by using a rating scale to find out students’ abilities. The study looks at students’ ability to write text procedures and analysis systems used in the form of rubrics that relating to the language feature. Researcher was focusing on analysis students’ ability on generic features of text. Results are categorized as good, although there were many learners who did not appreciate how to be written it.³⁹

The fourth study by Eka Dyah P about “Analysis of Students’ Ability to Write Procedure Text at the Informatics Engineering Students of State Polytechnic of Cilacap”. The researcher examines the characteristics of case study problems and measures data analysis using the combination method. The researcher focused analysis on students’ ability three parts, the namely the communicative purpose of learners’ procedure text, the generic structures

³⁸Suryanti, Yuliadkk, *Kemampuan Siswa Kelas VIII SMP Negeri 6 Banda Aceh Menulis Teks Prosedur*, (Jurnal Ilmiah Mahasiswa Vol.3 No.1, Januari 2018)

³⁹Putri, K Tari and Saunir Saun, *An Analysis of The Second Year Students’ Ability in Writing A Procedure Text of A recipe at SMK N 9 Padang*, (A Journal of the English Languages Teaching v.8 N.3, September 2018)

then the linguistic features of the learners' procedure text. Results of this study are categorized in both generic structures and communicative, some students lack linguistics.⁴⁰

The similarities from the fourth previous research with the researcher are the research same as measuring students' writing ability. To determine the same population using a random sample technique and taking values from the lowest class. The researcher by Lusiana used descriptive study.

The differences from earlier research then this research was research by first previous research was conducted by Lusiana was focusing on various aspects of the imperative sentences, then generic structures. Another research from the second researcher by YuliaSuryanti, DenniIskandar and Subhayani was conducted to determine students' abilities from learners' abilities for writing their titles, learners' ability for writing an initial part, learners' ability to write the core part, students' ability to write the closing part, and apply quantitative descriptive methods. The research by the third researcher conducted by KurniaPutri Dance and SaunirSaun for determining levels of the learners' skills for writing a procedure text that saw from some generic language features of text then conducting on the vocational high school students with culinary majors. And the research by the fourth researcher conducted by EkaDyah P focused analysis on students 'ability of three parts, namely communicative purpose of the learners' procedure text, generic structure of students 'procedure text and linguistic features of learners'

⁴⁰EkaDyah P, *Analysis of Students' Ability to Write Procedure Texts at The Informatics Engineering Students of State Polytechnic of Cilacap*, (Inovish Journal Vol.2 No.2, December 2017)

procedure text and applied the combination method and is conducted for students. While the researcher research will focus on the interest of the researcher will examine further students 'problems. Problems for investigating by the researcher are in the writing aspects: content, organization, vocabulary, grammar, and mechanics in relation to the students' ability in writing procedure text. And the researcher research will apply a qualitative descriptive design and will conduct in junior high school students in the ninth grade.

C. Conceptual Framework

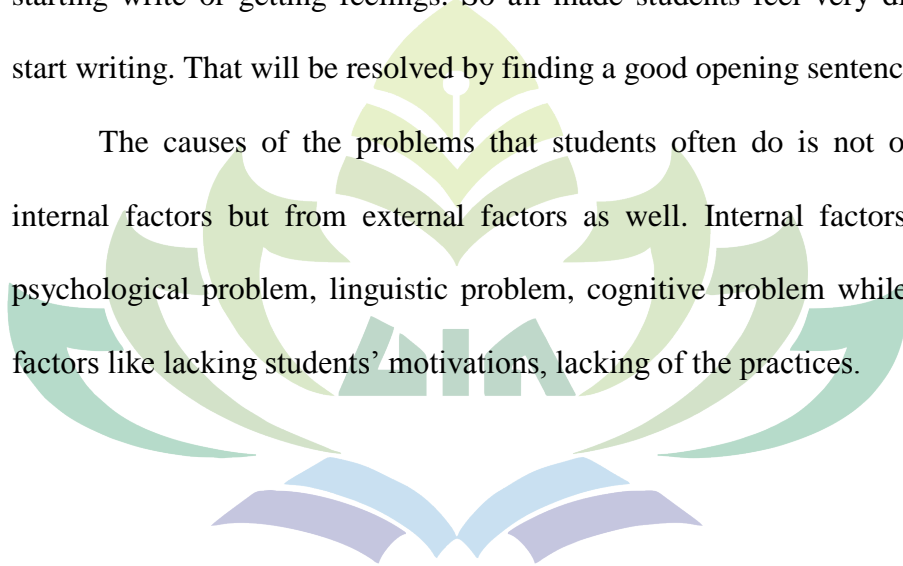
In the text many types was one of which was procedure texts. These text were text that could be named some instructions. Very common text in everyday life. For example in making food or drinks, operating a machine or turning on a computer. All that is needed is instructions to avoid mistakes in operating it or making something. These procedure texts were to be described how something was completed through some sequences of the steps.

Writing these procedure texts were one of some topics for discussing to the learners' of Junior High School. Learners' must be acquired these kinds of the writing skills based on genres. Each types of the genres have some specific generic structures then lexicogrammatical features, but sometimes learners was finding some of difficulties to the different procedure text with another genres.

In the teaching writing where those positions as second then foreign languages, students was beginning to be written in the English, they would be faced the problem to be written, several problems were : various problems for developing feelings, problem for organizing feelings, learners was finding some difficulties in the grammars, spellings, lacking of some vocabularies, or capitalizations .

Many learners were thinking that blank pages were big problems for starting write or getting feelings. So all made students feel very difficult to start writing. That will be resolved by finding a good opening sentence.

The causes of the problems that students often do is not only from internal factors but from external factors as well. Internal factors such as psychological problem, linguistic problem, cognitive problem while external factors like lacking students' motivations, lacking of the practices.



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